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AUTHOR Moore, Lawrence
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ABSTRACT

This study was designed to measure the impact on the lives of Kentucky adults who were administered the General Educational Development (GED) Test during 1976. The impact is measured in terms of employability, productivity, and responsibility as outlined in the Adult Education Act of 1966, as amended in 1978. Elements of this survey in determining what effects have occurred in the lives of adults who successfully attempted the GED are discussed. The successful GED candidate is more employable, more productive in terms of income, further education and training, and more responsible toward civic responsibilities. The dependent group of learners which emerged from the study were assisted in their educational pursuits by adult education programs and fared nearly equal to the success rate of the independent learner with no GED test battery preparation. The average number of years of school completed was the common success factor. The findings were based on the returns of adults after 5 years had elapsed following testing. Changes were reported in income levels, employment status, education, and reasons for completing the GED. (Author/CM)

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A FOLLOW-UP STUDY OF ADULTS WHO WERE ADMINISTERED THE GENERAL EDUCATIONAL DEVELOPMENT TEST IN KENTUCKY DURING 1976

June, 1982

Office of Extended Education
Adult Education Programs
Murray, Kentucky 42071

A FOLLOW-UP STUDY OF ADULTS WHO WERE ADMINISTERED THE GENERAL EDUCATIONAL DEVELOPMENT TEST IN KENTUCKY DURING 1976

by

Lawrence Moore

For the

Office of Federal Programs
Division of Adult Education
State Department of Education
Frankfort, Kentucky

in conjunction with

The Office of Extended Education
Murray State University
Murray, Kentucky

Adult Education Project
Morehead State University
Morehead, Kentucky

Adult Education Project
Jefferson County School District
Louisville, Kentucky

June, 1982

The statements or contents of this report do not necessarily reflect the views or policies of the Division of Adult Education, State Department of Education, Commonwealth of Kentucky.

FOREWORD

This study was designed to measure impact affecting the lives of Kentucky adults who were administered the General Educational Development Test during 1976. The impact is measured in terms of employability, productivity, and responsibility as outlined in the Adult Education Act of 1966, as amended in 1978.

Readers of this report may find elements of this survey of interest in determining what effects have occurred in the lives of adults who successfully attempted the GED.

Included in the analysis portions are some assumptions concerning the independent adult learner and the dependent adult learner.

The findings are based on the returns of adults after five years have elapsed, and record reported changes in a number of areas: income levels, employment status, education, and reasons for completing the GED.

ACKNOWLEDGEMENTS

A state-wide survey, based on names and addresses from the past, is not a simple task. Without the able assistance and cooperation of many adult educators in Kentucky the survey would have no doubt taken much longer; if in fact it could have been achieved at all.

Locating information concerning adults who unsuccessfully attempted the GED test battery required many hours of travel and data collection. In addition, the continual reprocessing of data for findings and results required the inquiring process of concerned adult educators and analysts.

What has evolved from a project task into an inquisitive team effort for the final survey product is due to the genuine concern and assistance from:

Sharon Moore, Coordinator of the Adult Education project, Morehead State University, Morehead, Kentucky
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I INTRODUCTION

The General Educational Development (GED) testing program has become established as a viable step for adults towards goals of employment, improved employment, education and personal satisfaction.[1] Assistance to adults in preparing for the GED test battery is available through numerous programs including Adult Basic Education (ABE), Comprehensive Employment and Training Act programs (CETA), Displaced Homemaker courses, etc. However, nearly 21% of adults who take the GED report no special preparation prior to being administered the tests.[2]

In adult education the effectiveness of its programs depends on a thorough understanding of the needs, problems, attitudes, and preferences of its clientele and potential clientele.[3] In 1979, the National Advisory Council on Adult Education reported to the President of the United States that the accomplishments of Adult Education "cannot be measured precisely because of variances in record keeping and because no one has had the time and money to investigate what happened to a reliable sampling of students after they left the adult education programs."[4]

The evaluative history of the GED testing program and of Adult Education Programs funded by federal funds are succinct records, probably due to the relative "newcomer" status of both programs. The GED testing program is approximately thirty-five years old militarily and less than thirty years of age in its role of civilian access.[5] The Adult Education Programs were established in 1966 as a formal federally funded program, a sixteen year old neophyte as programs go. Past evaluations concerning client impact are relatively sparse in comparison to a more standarized evaluative process involving enrollments, target populations and course completions. Only recently have follow-up studies involving client impact been conducted.[6]

STATEMENT OF THE PROBLEM

This study investigates the impact that both programs--the ABE and GED--have had upon the recipient of program services. More specifically, the study entails two questions: Does the GED program accomplish what it is intended to accomplish; and does the ABE program effectively assist adults in their pursuit of high school credentials? Both programs are included in this study since ABE leads to subsequent involvement with the GED. Whereas the ABE can be viewed as a process toward a specific goal, the GED can be viewed as a culminating activity before return to the world of work, leisure, and alternative pursuits. In essence, the two programs are inextricably linked to each other. Some assumptions accompany this study and the reason for its measurement efforts. Adult educators have long believed that the successful completion of the GED did remove barriers to enhancing the quality of life for the candidate. Adult educators have also firmly believed that Adult Basic Education programs do succeed in providing a needed service to the target populations, including the GED as one of the many program goals.

REVIEW OF RELATED LITERATURE

Previous studies concerning follow-up in GED and ABE programs are sparse. Reasons for the paucity of this information is probably due to inadequate records maintenence, the mobility of adults, and the lack of an evaluative process plan.[7,8]

However, information gleaned from the studies thus far conducted provide some insight and indications for consideration in this study.

For instance, over a five year period in Virginia less than twenty-five percent (25%) of adult students had not moved.[9] Comparing this mobility rate with a report by Smith (1978) concerning adults in Depage County, Illinois who had a "move-out" rate of over twenty percent (20%) each year, creates an expectation for this survey to anticipate a receipt of responses at approximately twenty percent (20%).[10]

Focusing on training and education beyond the GED as an impact statistic, McClung (1977) found that the High School Equivalency Program leads to further education, training, and employment. This study included adults who had completed the program during the previous year.[11] Kent (1974) reports that the highest motivation for enrollment in ABE classes was educational (69%) rather than job-related (31%)[12] Educational and training objectives followed up on by adult students after a five year period had elapsed correlates strongly with Kent's findings. This indication of sixty percent (60%) reporting further education and training was also reported in a study by Moore and O'Brien (1981) in a survey conducted in Kentucky.

Job related reasons for completing the GED as a prime objective compare with the GED Testing Services national survey reflecting thirty-nine percent (39%), the Kentucky survey showing thirty-four percent (34%), and an Iowa study reflected that only fourteen percent (14%) became involved for job related reasons. The statement "A relatively small percent of adults surveyed

reported participating for reasons relating to occupations or economic improvement" is, to this author, a direct turn-around from previous assumptions.

Employment status by adult students as a follow-up factor for measurement toward employability reflects the following indicators:

- The one year follow-up study of adults in Kentucky in 1974 indicated that 15% had changed their status from unemployed to employed.
- The DuPage county study reported that 300 adults (37%) felt the GED had helped them secure employment.
- The Kentucky 1981 follow-up survey reflected that of thirty-seven adults who took the GED for job related reasons, seventy-nine percent (79%) did report having obtained employment.
- The Iowa study statistics reflect that twenty-two percent (22%) became employed as a result of the Adult High School Completion program.
- The Gateway study reports that forty-three percent (43%) of the adults surveyed indicated that the GED had helped them obtain employment.

In reference to anticipated employment, increased education and training, and pursuit of self goals, the successful completion of the GED is assumed to remove psychosociological, situational and/or informational barriers which restrict these types of personal growth.

OBJECTIVES

1. To determine degrees of impact with respect to employability, productivity and responsibility in adult education programs upon clientele in Kentucky after five years had elapsed since program exit.
2. To determine the degrees of impact with respect to employability, productivity, and responsibility that the GED testing program has had on test candidates after a five year time period had elapsed since time of testing.
3. To compare the differences in impact between the independent learner with the dependent adult learner with respect to employability, productivity and responsibility.
4. To compare the differences in impact between the independent learner with the dependent adult learner with respect to success and non-success with the GED test battery.

II PROCEDURES

Pertinent literature for survey methods was analyzed to determine the method of survey best suited for this type of survey. Since the design of the survey includes variables not subject to manipulation, the Ex Post Facto research design was selected.[16] With the information being requested of adult students involving their perceptions of change in their lives, a survey instrument which had been field tested, and undergone modifications for ease of completion and readability was utilized. Previous mail-out surveys indicated that a twenty percent (20%) return could be assumed as a realistic and satisfactory response. The target population for the survey would necessitate the selection of both successful and unsuccessful GED candidates, including adults who had received assistance from public program and those who were considered to be independent of assistance. That is to say, the independent adult took it upon themselves to prepare for the GED test without having searched for learning sources. A five year lapse of time since involvement with the GED testing program was selected to allow for adequate time and opportunity to develop personal goals beyond the GED.[17] The flow chart of the mail-out survey is located in figure 1.

The source for selection of survey recipients was considered as the most difficult task. For the successful GED candidate, a central file was maintained with the Division of Adult Education, Department of Education, Frankfort, Kentucky. For the year of 1976, 10,295 GED credentials were issued.[18] A random sample of these individuals was conducted using the 4,000 random numbers in Kerlingers book.[19] The unsuccessful GED candidate, however, proved more difficult to sample. No central file is maintained on partial or unsuccessful attempts with the GED test. To locate adequate numbers of the unsuccessful adult, a random cluster sampling of GED testing centers in

Kentucky was selected, and five locations were identified for names and addresses of adults who had failed in their attempt at passing the GED. Thus, with the two groups, unsuccessful and successful GED candidates, a comparison of differences in impact after a five year time lapse is possible. Further, within the two groups, another comparison of the independent learner and the dependent learner would hopefully yield additional information as to the impact of the Adult Education program when compared with the absence of an education program.

Each random sampled individual was sent a cover letter explaining the survey goals, a survey form, a postage paid return envelope. Each survey form and envelope was number coded, in order to send a follow-up second mailing to those participants who were assumed to have received the first mail survey but did not respond.

Figure 1 reflects the coverage obtained through random sampling for statewide survey of the successful GED candidate.

Figure 2 reflects the coverage obtained from the survey returns.

Figure 3 reflects the coverage in three areas of the state for the cluster sampling of the unsuccessful GED candidate.

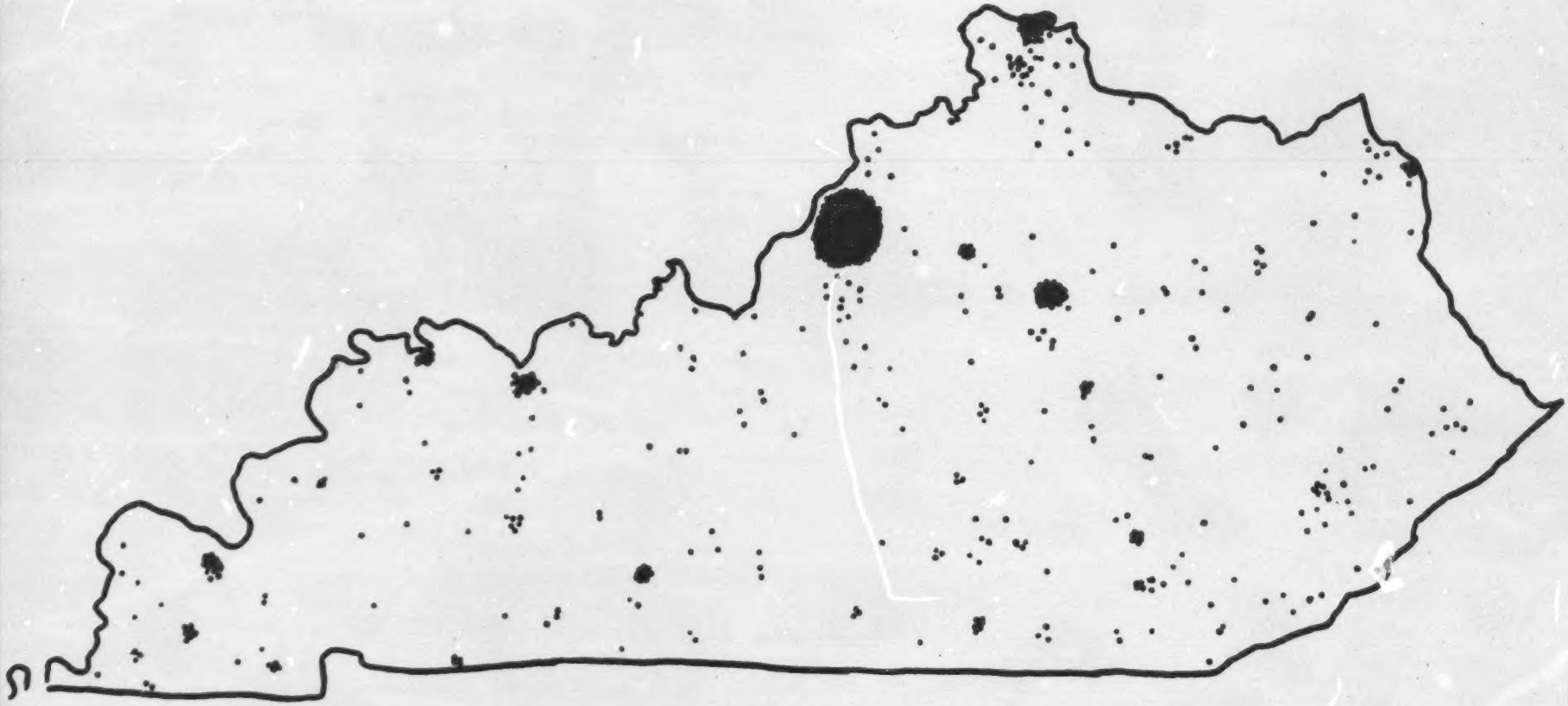
Figure 4 indicated the returns received from the unsuccessful GED candidate.

These scattergrams were developed to determine if the sample returning completed survey forms did conform to the area patterns desired for area coverage.

Table A indicates the total numbers of samples by unsuccessful and successful selected for receipt of the survey letter and form. In addition, the numbers returned for the first and second mailing and the total, expressed

in number and percentage, were collected for comparisons.

Figure five images the flow of selection to mail-out, to returned or received, and follow-up mailing. Total results of completed forms are indicated in cloud at base of flow chart.



SCATTERGRAM OF SUCCESSFUL GED CANDIDATES
RANDOM SAMPLING FOR MAIL OUT OF SURVEY

16

17

FIGURE 1

SUCCESSFUL GED CANDIDATE
SURVEY RETURNS

18

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FIGURE 2

UNSUCCESSFUL GED CANDIDATES, CLUSTER SAMPLE (FIVE LOCATIONS) MAIL OUT SURVEY

FIGURE 3

UNSUCCESSFUL GED CANDIDATE
SURVEY RETURNS

FIGURE 4

FIGURE 5

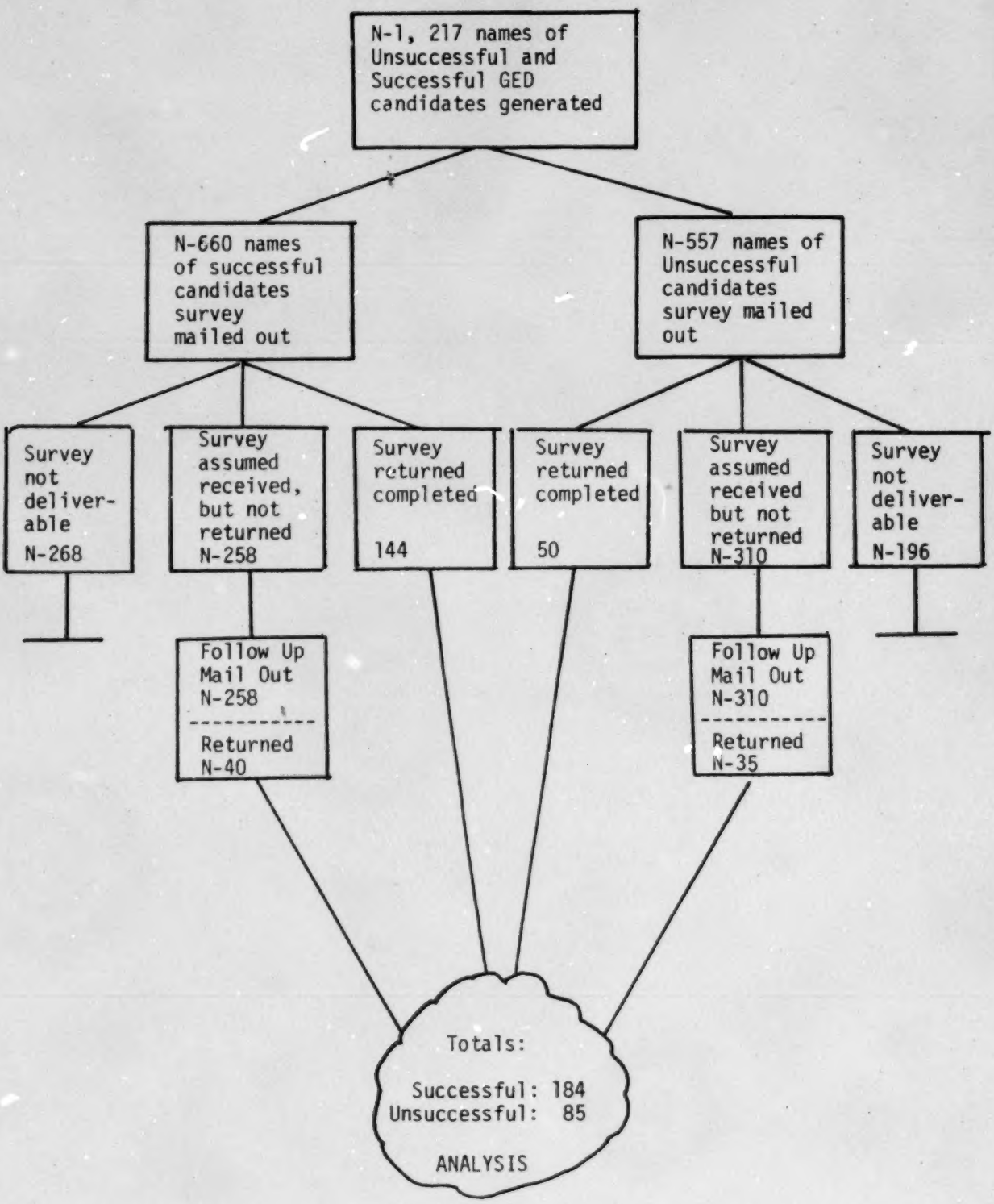
N-1, 217 names of Unsuccessful and Successful GED candidates generated
N-660 names of successful candidates survey mailed out
N-557 names of Unsuccessful candidates survey mailed out
Survey not deliver-able N-268
Survey assumed received, but not returned N-258
Survey returned completed 144
Survey returned completed 50
Survey assumed received but not returned N-310
Survey not deliver-able N-196
Follow Up Mail Out N-258
Returned N-40
Follow Up Mail Out N-310
Returned N-35
Totals:
Successful: 184
Unsuccessful: 85
ANALYSIS

TABLE A

A FOLLOW-UP STUDY OF ADULTS WHO WERE ADMINISTERED THE GENERAL EDUCATIONAL DEVELOPMENT TEST IN KENTUCKY DURING 1976

POPULATION	AREA	N	1st MAILING	2nd MAILING	TOTAL	% RETURNED	% OF TOTAL RETURNED
Unsuccessful GED Candidate	Murray	86	11	7	18	21%	7%
Unsuccessful GED Candidate	Louisville	314	25	16	41	13%	15%
Unsuccessful GED Candidate	Ashland Lexington	157	15	11	26	17%	10%
Successful GED Candidate	Kentucky	660	144	40	184	28%	68%
TOTAL		1217	193	74	269	22%	100%

25

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Target Population Description

The population for this survey was identified as those adults age 17 or older, who had been administered the GED in calendar year 1976. The total Kentucky population for potential survey selection is based on the total number of adults tested--20,524. Of this number, 13,060 adults received GED credentials, and the remaining 7,464 were considered as the non-successful GED candidates. Selection of the successful GED candidate was based on random sampling of the Kentucky Department of Education central files. A random cluster sample of GED testing centers was completed for selection of the non-successful GED candidate. Six-hundred and sixty successful GED candidates were selected--a 5% sample and a 7% sample was identified for the non-successful GED candidate.

Of 269 responses (22% of identified sample), 115 were male and 154 were female, a rate of return identical to the national survey of GED candidates--42% and 58% respectively. However, some reluctance of the non-successful GED candidates to complete and return the survey form was noticed, with 15% of the sample responding. In comparison with the 28% return from the successful GED candidate, an indication of reluctance to respond to negative experiences is assumed.

The Kentucky unemployment rate at the time of this survey was 11.5%, a modern record for unemployment statistics in Kentucky. This unemployment rate is assumed to have had an impact on the findings of this survey with respect to employability.

TREATMENT OF DATA

The completed and returned survey forms were reviewed to ascertain completeness and the "additional comments" were extracted and compiled into four categories:

1. Blue = represented the comments of the unsuccessful GED candidates from the Murray-Paducah area of Kentucky.
2. Yellow = represented the unsuccessful candidates from the Louisville area.
3. Pink = represented the comments of the unsuccessful GED candidates from the Ashland and Lexington areas.
4. White = represented the comments from the successful GED candidates from the statewide sampling.

The forms were then delivered to the university computer services center for coding and key punching. The SPSS computer package was used in formulating and analyzing the data.

The key punched cards were coded in eight groups:

Group 1 - first returns from Murray-Paducah area (unsuccessful candidates).

Group 2 - second mailing returns from Murray-Paducah area.

Group 3 - first returns from the Louisville area (unsuccessful candidates).

Group 4 - second mailing returns from the Louisville area.

Group 5 - first returns from the Ashland-Lexington areas. (unsuccessful candidates).

Group 6 - second mailing returns from the Ashland-Lexington areas.

Group 7 - first returns from the statewide sample of successful GED candidates.

Group 8 - second mailing returns from the statewide sampling of successful GED candidates.

Composite frequency distributions of the total group data were obtained, and cross-tabulations were made for the survey item "How prepared for the GED" against:

Personel Income	Voted in 1980?
Age	Benefits from GED
Highest Grade Completed	Education since GED
Reasons for GED	Present employment Status
Registered to Vote?	Status changed since GED
Voted in 1972?	
Voted in 1976?	

In addition, two groupings; the successful GED candidate and the unsuccesful GED candidate were coded for separation and comparisons between the two groups. Cross tabulations and chi-square values were obtained for numerous comparisons using the 2 x 2 table with one degree of freedom and a statistical significance at the .05 level = 3.84.

DEFINITIONS OF TERMS

Employability	Circumstances which reflect an improvement in the employment status of individuals who are seeking employment as reported in section 16 of the survey instrument.
Productivity	An accumulation of activities which reflect a follow-up accrual assumed through increased education and training.
Responsibility	Conditions indicative of individual self-sustaining and life maintenance roles, including social involvement, continued growth and pursuit of personal goals
Independent learner	Individuals who became actively involved with the GED without external assistance, i.e., classes, courses, or special preparations
Dependent learner	Individuals who became actively involved with the GED test through a preparative course of study, i.e, ABE, CETA, Vocational Education, etc.
Successful GED candidate	Individuals who obtained a satisfactory score on the GED in accordance with Kentucky requirements; no lower than a standard score of 35 on any tests, and an average of 45 on each test, with a cumulative score of 225 for the entire test battery
Non-successful GED candidate	Individuals who have taken the GED test battery and did not achieve satisfactory scores in either mimimum individual test or cumulative requirements

III ANALYSIS AND RESULTS

Two hypotheses accompany this study. In addition to analyzing the data for the objectives of this study, the hypotheses concern the progress between the successful GED candidate and the unsuccessful GED candidate as well as a comparison between the dependent learner and the independent learner in further education and training.

The if-then predictive statement of hypotheses is used to conform to the Ex Post Facto Research design of this study.

Hypothesis Number One:

If a GED candidate successfully completed the GED, then a significant difference will be indicated in employment, responsibility, and productivity when compared with the unsuccessful GED candidate.

Analysis of Hypothesis Number One: This predictive hypothesis was tested by use of the chi-square with a 2 x 2 cross break table with significance measured at the .05 level. Three measurements were conducted; employability, responsibility, and productivity.

Employment

Table 1

GED Candidate

Employment	Successful	Unsuccessful	
no change	70	47	117
improved	82	20	102
	152	67	219

$X^2 = 10.87$

The employment status of the successful GED candidate is significantly better than the employment status of the unsuccessful GED candidate. The resultant chi square of 10.87 is highly significant in light of the table of chi square statistics which reflects that a difference of 3.84 indicates significance at the .05 level with one degree of freedom.

Responsibility: Voting involvement and pursuit of goals were measured to determine responsibility. The voting patterns were analyzed in four sections; registered to vote, voted in 1972, voted in 1976 and voted in 1980 elections.

Table 2

GED Candidate

	Successful	Unsuccessful	
Registered to Vote	120	51	171
Not Registered to Vote	52	31	83
	172	82	254

X = 1.44 not significant

Although the successful candidate reports a greater percentage of individuals as registered to vote (70%) when compared with the unsuccessful candidate (62%), the resultant chi square reflects the difference as not significant.

Table 3

GED Candidate

	Successful	Unsuccessful	
Voted in 1972	94	31	125
Did not Vote in 1972	84	50	134
	178	81	259

A chi square for this table was 4.70, considered significant at the .05 level with one degree of freedom.

Table 4

GED Candidate

	Successful	Unsuccessful	
Voted in 1976	121	41	162
Did not Vote in 1976	59	43	102
	180	84	264

A chi square result for this table was 8.20, a highly significant difference between the two groups at the .05 level with one degree of freedom.

Table 5

GED Candidate

	Successful	Unsuccessful	
Voted in 1980	124	45	169
Did not Vote in 1980	57	39	96
	181	84	265

In table 5, the resultant chi square of 5.54 is again significant at the .05 level with one degree of freedom.

Considering voting activities as a measurement of responsibility reflects that the successful GED candidate reports of voting in 1972, 1976, and 1980 are significant in comparison with the unsuccessful candidate. Although the successful completion of the GED is not in itself an exact measurement contributing to other social responsibilities it may indicate that successful adults are more willing to participate in the democratic process than are the unsuccessful adults.

Productivity: Income levels and completion of further education and training were analyzed to measure this topic.

Table 6

GED Candidate

		Successful	Unsuccessful	
Income	$10,000 and above	73	14	87
	Below $10,000	118	47	165
		191	61	252

$X^2 = 4.78$

In terms of estimating earning potential, the successful GED candidate shows a significant difference when compared with the unsuccessful GED candidate. Of course, numerous reports indicate that increased earnings are linked to increased education.

Table 7

GED Candidate

	Successful	Unsuccessful	
Desired education and training	72	29	101
Achieved education and training	79	36	115
	151	65	216

The resultant chi square of comparisons between the groups was less than 1, an insignificant finding at one degree of freedom. However, the surprising comparison of an increase for both the successful and unsuccessful candidates in achieving further education and training when compared with the desired further education and training may indicate that the absence of the GED is not a restriction for continuing one's education. In all probability, with vocational education and C.E.T.A. programs at their peak during this five year period, these programs may access further education and training to the educationally disadvantaged to a greater degree than was formerly expected.

SUMMARY: With the exceptions of further education and training as a partial measurement of productivity, and the lack of significance in the numbers of registered voters between the successful and unsuccessful GED candidates, the successful GED candidate evinces more potential in employability, productivity, and responsibility. "Nothing succeeds like success" holds a lot of validity in this study. Hypothesis number one is accepted.

Hypothesis Number Two:

If a dependent learner successfully completed the GED then an increase in further education and training should result due to the access of adult education program information when compared with the independent learner who successfully completed the GED and remains relatively information poor in regards to additional avenues of education and training endeavors.

Analysis of Hypothesis Number Two:

This hypothesis was tested by comparing the dependent learner and the independent learner against their respective further education and training achievements as reported in the completed survey forms.

Table 8

Successful GED Candidate

	Dependent	Independent	
Education and Training Desired	45	27	72
Education and Training Achieved	63	43	106
	108	70	178

X^2 = .17 not significant

The comparison between the successful dependent and independent GED candidate does not indicate a significant difference in the education and training desired and achieved. What is surprising is that both groups of successful GED candidates surpassed their stated desired goals. The dependent candidate reflected a 140% completion between the desired and achieved education and training goals, and the independent candidate reflected a 159% rate. The hypothesis number two is rejected based on this analysis.

General Description of Survey Respondents

Table 9

Distribution of GED Candidates According to Sex, Marital Status, Success and Nonsuccess with the GED

Sex / Success / Non-Success	Marital Status: Single	%	Married	%	Divorced or Separated	%	Widow or Widower	%	Total
Male	29	26	70	61	15	13	0		114
Female	12	8	107	69	28	18	8	5	155
Male Successful	14	18	55	69	10	13	0	-	79
Female Successful	1	1	82	78	19	18	3	3	105
Male Nonsuccess	15	43	15	43	5	14	0	-	35
Female Nonsuccess	11	22	25	50	9	18	5	10	50

According to Table 9, the respondents to this survey are primarily married and female. However, more single males are noticed in comparison with the single females. In the other categories of married, divorced or separated, widow or widower, the majorities are female. Further, with reference to success with the single males and females, and non success with the single respondents, the female respondents reflect a lesser degree of success in the single categories, whereas the married divorced or separated, and widow or widower categories reflect the female respondents to be quite the reverse. This study did not specify nor ask for a category of Divorced and Remarried the answers to which would have contributed greatly to understanding the high rate of married respondent, many of whom may have entered into married status more than once.

Table10

Distribution of GED Candidates According to Sex, Race, Success and Nonsuccess with the GED

Sex / Success / Nonsuccess	RACE White	Black	Asian	Total
Male	104	9	1	114
Female	138	17	-	155
Total	242	26	1	269
Male Success	76	3	-	79
Female Success	102	3	-	105
Total	178	6	-	184
Male Nonsuccess	29	6	1	36
Female Nonsuccess	35	14	-	49
Total	64	20	1	85

Table 10 reflects a breakdown of male - female, success and nonsuccess, and race. A comparison of ratios reveals, for this respondent categories, an inverse porportion of nonsuccess for the black race in comparison to the white race. One hundred seventy-eight successful white versus 64 unsuccessful, a ratio of nearly 3 to 1, whereas the successful black respondents compared with the nonsuccessful black respondents reflects 6 successful versus 20 unsuccessful, or a ratio of 1 to 3.

Table 11

Distribution of GED Candidates According to Sex, Highest Grade Completed, and Success or Nonsuccess with the GED

Sex / Success / Nonsuccess	Highest Grade Completed									
	1	5	6	7	8	9	10	11	12	Total
Male	1		1	7	13	25	30	31	6	114
Female	1	1	2	4	18	30	57	39	3	155
Male Success				6	10	15	23	21	4	79
Female Success	1		2	1	10	21	41	28	1	105
Male Nonsuccess	1		1	1	3	10	7	10	2	35
Female Nonsuccess		1		3	8	9	16	11	2	50

Table 11 indicates that the majority of GED candidates had obtained 8 or more years of formal school. The average years of school completed for the group was 9.63, with little difference between male and female averages. However, the average years of school completed for the successful male and female was 9.7, whereas the nonsuccessful male and female candidates indicated 9.49 and 9.52 respectively.

Table12

A Distribution of "Reasons for the GED" Compared With the Successful and Nonsuccessful Candidate.

Reasons for the GED	Successful	Nonsuccessful	Total
No Response	0	4	4
Qualify for Training	50	23	73
Get a Job	30	19	49
Join Armed Forces	10	2	12
Enter College	22	6	28
Learn to Read	0	3	3
Self Satisfaction	67	25	92
Teach my Children	1	0	1
Other	4	3	7
Totals	184	85	269

The above table provides the motivations for taking the battery of GED tests. Self Satisfaction was the most selected response, with Qualify for Training second, and Get a Job ranked third. Enter College ranked fourth.

IV CONCLUSIONS

Kentucky Adult Education programs and the GED testing program are meeting the needs of adults. In keeping with the original concept behind the development and subsequent expansion of the GED, that of providing alternative avenues for adults toward educational and vocational goals, the results of this survey indicate that the successful GED candidate is more employable, more productive in terms of income, further education and training, and is more responsible toward civic responsibilities in voting than is the unsuccessful GED candidate.

In essence, achieving a satisfactory score on the GED appears to decrease the barriers to an improved quality of life for the adult who opts to pursue self improvement through this avenue of development.

The Kentucky Adult Education programs serving the dependent GED candidate as identified in this study appears to provide a needed service in the remediation and development of basic skills needed to successfully complete the GED. Many of the general comments written on the returned survey forms indicate positive attitudes toward having had the opportunity to study and prepare for the GED through an adult education program.

Two distinct groups of learning adults emerge from this study, those of the dependent and independent learners. The dependent learners were assisted in their pursuit of education by adult education programs and these learners fared nearly equal to the success rate of the independent learner who reported that no preparation was undertaken prior to being administered the GED test battery. However, the common factor for success with the GED appears to be the average years of school completed, with the independent learner reflecting a slightly higher average number of years of school completed.

A need does exist for establishing records containing permanent home addresses and telephone numbers of Adult Education program students and GED

candidates in order to obtain a greater return on random samples for future studies. Given the mobility rates for adults in these modern times, this need for a record geared to longitudinal studies is valid. The difficulty involved in locating adults after five years has elapsed is immense.

General comments from the respondents to this survey reflected a need for more ready access to GED scores, locations of adult education programs, and information for entry into higher education. This lack of information reveals an area which requires more attention. One statement which paraphrased the majority of the comments was,

> "The only thing that I think you need to add to your program is advertising. I feel that if more people were aware of the availability of this type of degree, many more would pursue it. Thanks for all the help."

V RECOMMENDATIONS

Recommendation no I

The Adult Education delivery systems; adult learning centers, paraprofessionals, and part-time classes should be continued for the dependent adult learner. Increased visibility of program offerings and achievements could be the "advertising" method used to inform the general public.

Recommendation no. 2

Adults who are administered the GED test battery should receive a brochure which provides information on personnel to contact for scores or information for enrollment in adult education courses or entry into higher education, vocational education, and other courses in their pursuit of education. Those adults who unsuccessfully attempt the GED should be especially targeted for this information.

Recommendation no. 3

Procedures for storing and retrieving permanent home addresses or phone numbers of GED candidates, and/or adult students enrolled in adult education activities for basic skills improvement, should be initiated. Subsequent longitudinal studies will realize more success in contacting individuals for determining impact of programs.

Recommendation no. 4

Studies to determine the attitudinal, self-esteem, and other variables between the dependent learner and the independent learner are suggested in order to develop adult education curricula leading to the development of a greater spirit of independence in the adult learner who is considered disadvantaged.

Recommendation no. 5

Studies of Adult Basic Education (8th grade and below) who enroll and drop out without having achieved their goals are needed. This type of study ideally would provide an indication of what is needed to attract, retain, and teach the disadvantaged adult whose functional education level is below that level which enables adults to successfully complete the GED.

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APPENDIX I

Survey Instrument

Out of 10,000 GED graduates in 1976, you have been chosen to represent Kentucky. Thank you for helping.

1. Sex
1. ☐ Male
2. ☐ Female

2. Marital Status (Check One)
1. ☐ Single
2. ☐ Married
3. ☐ Separated or Divorced
4. ☐ Widow or Widower

3. Race
1. ☐ White
2. ☐ Black
3. ☐ Asian
4. ☐ Hispanic
5. ☐ Am. Indian
6. ☐ Other

4. Personal Income Information for 1981 (Do no include spouse)
1. ☐ $0 - 4,000
2. ☐ 4,001 - 7,500
3. ☐ 7,501 - 10,000
4. ☐ 10,000+
5. ☐ 20,000+

5. Age
1. ☐ 20-30
2. ☐ 31-40
3. ☐ 41-50
4. ☐ 51-60
5. ☐ 61+

6. Check the highest grade completed in school before taking the GED:
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☐ 10
☐ 11
☐ 12

7. Your reasons for completing GED:
1. ☐ Qualify for further training
2. ☐ Get a job
3. ☐ Join Armed Forces
4. ☐ Enter College
5. ☐ Learn Reading, Writing, Arithemetic
6. ☐ Self Satisfaction
7. ☐ Teach my children
8. ☐ Obtain U.S. Citizenship
9. ☐ Other_____

Since completing the GED:

8. Have you registered to vote?
1. ☐ Yes
2. ☐ No

9. Did you vote in the Presidential election in 1972?
1. ☐ Yes
2. ☐ No

10. Did you vote in the presidential election in 1976?
1. ☐ Yes
2. ☐ No

11. Did you vote in the presidential election in 1980?
1. ☐ Yes
2. ☐ No

12. How did you prepare for the GED?
1. ☐ Adult Learning Center
2. ☐ Kentucky Educational Television
3. ☐ Adult Basic Education Class
4. ☐ Home Instructor (Paraprofessional)
5. ☐ Armed Forces
6. ☐ No Preparation
7. ☐ CETA Program
8. ☐ Vocational Ed Program
9. ☐ Other_____

13. Benefits from GED
1. ☐ Better Job
2. ☐ Further Education
3. ☐ Vocational Training
4. ☐ New Hobbies
5. ☐ Registered to vote
6. ☐ Self Confidence
7. ☐ Better use of Comm. Services
8. ☐ Drivers License
9. ☐ Full time employment
10. ☐ Half time employment
11. ☐ Other

14. Education since GED:

1. ☐ Jr. College
2. ☐ Sr. College
3. ☐ Continuing Education courses
4. ☐ Jr. College Degree
5. ☐ Sr. College Degree
6. ☐ Vocational Education Courses
7. ☐ Other courses _____ _____

15. What is your present employment status?

1. ☐ Homemaker (full time, unemployed)
2. ☐ Employed, Part Time
3. ☐ Employed, full-time
4. ☐ Retired
5. ☐ Disabled (unable to work)
6. ☐ Unemployed (seeking employment)
7. ☐ Unemployed (not seeking employment)
8. ☐ Other _____

16. How has your employment status changed since the GED?

1. ☐ There has been no change.
2. ☐ I have been able to get a job.
3. ☐ Have been able to get a job with new employer.
4. ☐ Have received a promotion with present employer.
5. ☐ Other: _____

Additional Comments:

Thank you for completing this form. The results will help us determine the effect of the GED program and adult basic education program.

APPENDIX 2

Letters to GED Candidates

Murray State University

Office of Extended Education
Adult Education Programs
Murray, Ky. 42071 (502) 762-4150

December 15, 1981

Dear Fellow Kentuckian:

In 1976, you were one of the thousands who took the GED test for a high school equivalency certificate. Your life experiences since having taker the test make you a valuable source of information. A survey is being conducted by the Adult Education personnel from Murray State University, Morehead State University, and Jefferson County Adult Education Office through a project approved by the Kentucky State Department of Education, Division of Adult Education.

The results of the survey will be compiled without releasing your identity or any personal information you supply. However, the results will help us determine the value of the GED, and hopefully to improve the adult education programs in Kentucky.

Kentuckians, like yourself, who took the GED test are being contacted by mail, and the survey is being sent both to those who successfully completed the GED, and to those who completed the test without passing scores. If you are one of those who did not make a passing score, we urge you to contact an adult basic education program near you for help in studying and preparing for the GED.

Will you please take a few minutes to complete the form and return it in the enclosed envelope? Please return the form before January 30, 1982 if possible. If this letter has reached you late, send the complete form back after that date.

Thank you so very much for your help.

Sincerely,

Lawrence Moore
Adult Education Coordinator

Murray State University

Office of Extended Education
Adult Education Programs
Murray, Ky 42071 (502) 762-4150

February 16, 1982

Dear GED Survey Member:

The returned survey forms are coming in quite regularly now, and we thank you for participating. The evaluation of adult basic education programs in Kentucky, the value of the GED, and the impact that the GED program has had on Kentuckians will be completed by April.

On the chance that you have not returned your survey form, either having not received it or having mislaid it, a second form is enclosed.

Again, thank you so much for participating in this effort.

Sincerely,

Lawrence Moore
Adult Education Project Director

P.S. Please return the survey form in the enclosed envelope.

APPENDIX 3

Additional Comments from Candidates

COMMENTS FROM THE YELLOW FORMS

Louisville - Unsuccessful Candidates

"I did not pass the exam in 1976. I tryed taking the G.E.D. tests again, 2/2/82 and scored 50.2 on the s.s. average with out any prepartion. Sence, I've taken, the Exam. this year, I have encouraged (3) other members of my family, they all have passed their G.E.D. and we all (4) plan to further our educations."

"I have no comments"

"If there is any way you could help me get a loan to go to college, please call me at 935-8445 Thank you."

I would like to take the Ged test again but I am not quite smart enough to pass I need to take classes"

"In 1976 I did not pass the GED I completed the GED again and made 48.8 on Dec. 29, 81 I have been cooking for ten years. Now I want to do something different but I don't know what I want to do. Could you HELP!"

"Disabled needed education to get a job to support myself."

"I did not finish the GED Test in 1976. However, I sucessfully completed GED in Pennsylvania while I was in the Navy. That year was 1979"

"Around 1976 when, I was enrolled at the G.E.D. Learning Center, I had passing scores, but never receive them-or the certificate?"

"Dear Sirs:

"When our four children (2 each) were small, we started them on learning the meaning and pronounciation of traffic signs on Sunday afternoon rides.They were given good books,recommended by their teachers. With each book went a few words of advice, that books, like friends, should be treasured and used correctly.Our elder !bookworm!son served 48 months in the Navy, married his boyhood sweetheart and went off to U.K.to stay till he earned his 'PHD' in economics. He took his family,six by then,off to spend two years in England,where he taught two years at Birmingham U.,he now heads a school of sciences at a mid-western university.Our two girls were interested in music,and three marriages each.

"Jack,our youngest,the first to earn the God and Country award in scouting,also attended the U.K.for one year,then the first of three heart attackswiped out his father's business overnight.He went into police work, with courses by the F.B.I.at Eastern State.He also served 24 monthe in the Vietnan 'fracas';he began his active duties as a policemen as a Deputy Sheriff in Children's Court;then to the county force. He married and moved to Seymour, Ind.There he also joined the police force and rose to the rank of sargent, while working part time.He married after Army discharge,worked as a switchman for L.N.Railroad.His reasons for moving to Indiana were that his wife wanted to return to I.U.Jack was killed in the line of duty and my husband died of cancer in October.I want to continue learning to prove that we senior citizens(I don't even like the word) are not too old to cut 'the mustard anymore'.I get typing and do not know when to stop.

"P.S.I am 71 according to the calender, but I am young in heart"

"I did not finish G.E.D. test. Due to my business I could never completly devote my time to the schooling. At present time I have no need for the G.E.D. other than self satisfaction. I do have a goal of going to college someday but I probly will not reach this because of lack of interest on G.E.D. and too many outside interests."

"I work at General Electric Co., and was trying to do too many things at once. When I was trying for my G.E.D. I was also in roll at Jefferson College for 9 hrs. I did complete 6 hrs at Jefferson College. But I all most had a break down. In 1965 I finished Beauty School and I do hold Ky. liense. So now I work two job and unable to go back to try for G.E.D. I do need to study some more for. But just don't have time. I would like to have my G.E.D. before I die. answer to 13 & 14"

"Didn't finish G.E.D. Finished regular High School instead. Worked for awhile Took couple years of classes at U of L. Working in own business now--(trying to get it built up). May go back to business classes later on."

"I would like further information on my G.E.D. I would like to know my test score and would like a copy of my G.E.D."

COMMENTS FROM THE PINK FORMS

Ashland-Lexington Area

Unsuccessful Candidates

"I failed the test in 1976 but I am now studying again hoping to make it. But I think the program is doing great service if I can pass this time it could mean a good job."

"I would recomend to anyone to get there G.E.D."

"I was unable to complete my G.E.D. Did not have enough credits."

"After I complete the GED, I want to go through further college, for at least a couple of semesters, if possible."

"I would like to improve my Education so I could get a better job The school I took did not help me for my GED test I would like to get my GED Thank you for caring The school did not give the Arithemetic I need or spelling"

"I didn't get my GED at that and I haven't tried since. I had a score of 216 & I needed a score of 225 but I am still interested in getting it but I don't know of any adult education classes if it is not to much trouble could you send me a list of adult education classes in Lex. Ky. P.S. (if you have a list that is)."

"I did not pass my GED."

"How or who do I see about finishing the GED."

"Moved out of state to Florida"

"I have not completed my GED yet. I still need 23 points to pass. I wanted the GED to get promoted in the National Guard. As far as a better job goes, I know three people with GED's and they're still working in Resturants."

"I thought I needed G.E.D. to take a beauty course. But I didn't 10th Grade is all that was required. I'm now a licensed Cosmetologist."

COMMENTS FROM THE BLUE FORMS

Murray-Paducah Area

Unsuccessful Candidates

"I think the Education program is great. I loved school but didn't get to go as much as I liked because I have to miss to help out at home so much . Now, that I have my GED I hope to continue other courses as soon as I have the right opportunity."

"I am glad that I got my GED but, I don't see that it has ever helped me. I am a construction worker and that may be the reason that I have never been asked for it or about it. As you noticed I did not prepare for it. I believe that a idiot could pass it."

"I have nothing to add. I want to say it's a good program, and just having a chance to compete my education have been a joy for me. When you have tryed so hard like I have it make me feel good to know that nothing is to hard, if you really want it. I had some good teacher too and thank you all. GED program is great keep up the good work. I like going to school and I hope more people want to learn. This is a really a good program and it have help lot of people like myself. Again thank you all for caring."

"I had always wanted my G.E.D. just for my own satisfaction"

"I did not pass the test in 76. I took the test again in 1980 at Shawnee Jr. College and passed it. Also I would like to say that the G.E.D. is not considered equal to a High School Diploma. I joined the Army and could not get some of the same options that I could have if I had a High School Diploma. Such as a Bonus and a 2 year option."

"I would like to try for my G.E.D. again! I did not pass it the first time. Most of the questions on that G.E.D. Test I had never seen before, but I do thank that the G.E.D. is good for under educated people."

"I am so thankful that you take time for the people who didn't like school and quit, But after I got out I learned I needed it, And you gave me that second chance. Thank you so much."

"I studied for G.E.D. for 1 year at Grade school under teacher, they didn't have questions on G.E.D. that I studied. I didn't like very many points to pass. Would still like to get my G.E.D. I could further my job at the Hospital, just missed a good job last month because I didn't have my G.E.D. My Husband is disabled and I have to work."

"I do want to finish my GED Test. Its hard to study at times, I have been out of school so long. But I am out of work now an maybe I can finish it. Thanks for writting to me."

COMMENTS ON THE WHITE FORMS

Statewide Sample

Successful Candidates

"I'm glad that I was able to get a high school diploma even after quiting school. I don't get so nervous about job interviews. I'm not embarrassed about my education. I have a desire to look for good jobs because I feel that I have a chance to get them."

"I believe my misfortune of not finding steady work and being unable to support myself is by the power of people in spolitcal power or (people with all the money) in high places that rule over this town. They have all the say so as to who will work in their community or who will go to school in their community. If I want to live and be treated as human I will have to leave Hardin Co. Ky."

"I will try to help has much as I can."

"My G.E.D. has some outstanding opportunitys for me and has helped in furthering my education."

"It is a good thing that young people may attend a college or university with the G.E.D. certification, and that older adults may sharpen skills not gained or otherwise lost, with the help of A.B.E."

"Mr. Frank Bacon of the Adult Learning Center, Madisonville, Kentucky gave me the confidence in myself to study the areas that I was weak in and urged me to take the exam. I was well pleased with my scores and was assured by Mr Bacon that the test had not been an easy one and told me that I should never be ashamed that I had a GED rather than a High School Diploma. Therefore, I have told others of the opportunity offered them. Also, I have watched the televised classes on KET before and since taking the GED exam. I find them interesting."

"I got out of high school with the understanding that I had graduated. After 7 years when I got out of the Army, I thought of going to business college. When I signed up for college, they said that there had been a mistake, that my diploma was no good, although it was signed and after I went through the graduation exercises. Now I have a high school diploma and a G.E.D."

"Basically, the G.E.D. did not help me where my intelligence is concerned. I was always an A student but had to quit school because of mothers illness."

"But even with a G.E.D. you still need experience for a job or a skilled trade."

"The only thing a GED certificate is good for, in my opinion is to get into a college."

"I felt the GED would help if I should ever have to seek employment and I was very proud to receive it."

"The G.E.D. program is one of the finest program I have ever come in contact with. It allows the person involved to remove an obstacle in minimum time."

"I think the G.E.D. will be helpful, if I ever need to seek employment."

"I find alot of people I know would like to take a GED, but have trouble finding information about how you go about it."

"This information may not be of much use to you because, I am doing time in the Kentucky State Penitentary. Also, I took the GED test while in prison."

"Without the G.E.D. I couldn't have gotton a job. Once I got a job--I realized your life is what you make it. I've become wise to one fact. Its how deeply you want that makes you what you are. You have to want it before it means or is worth anything to you."

"Dear Mr. Moore

"It would not have been possible to get my Realestate license without the G.E.D. program. If I can be of any more help feel free to ask."

"My husband died in June 1976. Having never worked before I took the GED in order to seek employment. Union Carbide hired me in April 77. After 4½ years I was layed off in September 81. No other job seems to be available. Do you have any help or advise for a 49 year old widow.?"

"I feel the Adult Ed. Courses are the Very Best, fine teachers that are so helpfull, and good Text Books. But you have to put the effort out I'm real proud of the Accountant, typing and Shorthand Classes I took afterwards have been really helpfull to me. Thank you."

"The GED did help me get a job thru the Navy. Although I got out of the Navy, I was able to get another job very easily. The place where I work has a lot of other employees who did not finish high school, it makes me feel very proud that I got my diploma!"

"I am a full time homemaker and help my husband on our farm. Even tho I am not employed outside of my home I have had a great satisfaction of having my GED. I feel it also helps me encourage my 8th grader."

"The employers that I have conformed with really doesn't matter about the G.E.D. one way or the other. And I have filled out quite a few applications and interviews."

"I would like to further my education but with two children to raise alone I haven't the time or money at this time to do so."

"Have since passed Postal service exam, would like job with local post office. My GED exam was a spur-of-the-moment challenge and I was delighted to take the exam and pass."

"I am thankful to the state of Kentucky by giving me the chance to persue a G.E.D. Had I not had a G.E.D., I would not have the "good" job I now have today."

"I think this is a good program for helping people achieve a goal in life otherwise impossible without it."

"Nothing in classes that were on tests."

"Hoping this will be of some help So glad I went ahead and received my G.E.D. I urge all young people to complete high school or receive the equivalent."

"The G.E.D. did not seem to help me in any additional way."

"Inclination to complete college has not diminished, Financial ability has, due to tuition costs. Wish there was some system to challenge college courses for credits, so that level of entry could be accurately determined rather than being required to repeat what's already acquired.

"It is my hope you can continue the Adult Basic Ed. Program. My wife and I graduated (or received our GED certificates) the same year as three of our Children graduated public high school (2 twins and 1 early starter), we had 5 high school Graduates in the same year, you might say. We appreciate you--forge on."

"I feel much better about myself with my G.E.D. It makes it easier to get work. I only wish every drop out would get a G.E.D. It makes a great difference in your life. I was taken out of school in the 8th grade because of illness. I thank God there was a program for me to have another change to get the education I needed."

"I appreciated the opportunity to get my GED. After getting married I had left school. While preparing later to finish high school, my husband was hurt in a mining accident, ruining my chance to go back. I, thus, was happy to later be able to get my G.E.D."

"In 1976 I was divorced, and unemployed (age 49) I took the GED test and was able to get a job. Later I got a better job. Am now remarried and a housewife. I feel that my diploma has helped me."

"Perhaps a variety of various job information could be made available upon successfully completing the GED exam. I could have benefited from listings of vocational schools, training schools, and/or professional counseling to help direct me in continuing my education."

"Have become a welder and machinist."

"I was employed till Jan 1982. But I got layed off from Jones's I.G.A. Mt. Washington. They gave a women my full-time hrs & hired a girl for her part time hrs. I really got done dirty. Having my G.E.D. hasn't helped me any at all. But I'm really proud that i've got it."

"I think it is a fine program without it, I would not have my GED today."

"I would like to further my education in nursing, but I have no transportation. If there is any way you can be of any assistance please notify me. Thank you."

"I would like more schooling. There is no way I can afford it. Education, you can't have too much. But the price tag is too high! Also, for the records I did receive my diploma."

"I am planning to attend B G Vocational school for X-Ray Tec. this fall. Because of my disability, without my Ged, it woulden't be possible to enter this field of training."

"When you are Black you are a second rated citizen in the eyes of most white employees! You have to be better in all aspects of life to compete in the United States. The United State used Black in Vietnam and other monorities to kill off as many as they possible could & exploit minorities I equal oppurtunity. The constitution is a mess & the gov."

"This is an excellent opportunity for anyone who doesn't get to finish high school."

"I was able to further my education. Also self satisfaction to know I didn't quit or fail. I think its a good program that helps a lot of people finish high school and better themselves. People who otherwise wouldn't continue their education."

"I actually took the G.E.D. test while in the Navy (year 1973) but did not apply for the Kentucky diploma until 1976 when I got out. I was very concerned in 1976 when I applied for a trainee job at General Electric Apliance Park in Louisville. The job required a high school diploma. When I told them I had a G.E.D. they said it was unexceptable. Since then I've received an A.S. in Electronics and have a very nice job with Digital Equip. Corp. repairing computers. I've had this job for 1 yr. 4 months. P.S. I would be interested in these results."

"Due to financial insecurity during my Sophomore year of High School, I was forced to drop out and earn an income. Without the G.E.D. I would have not had the chance to further my education and go to college."

"A change as I went from dropping out of High School for reasons of the busing issue to the G.E.D., and then when I should have been in my Jr. year at high school I was a freshman in college. I had no intention of ever dropping from High school but when I did I was very happy to find this alternate plan of the G.E.D. waiting for me. I hope it continues and I also think it should be advertised more, as a way for a high school student who would want to go to college faster and be knowledgeable about this test so that it would help him or her in the future."

"I loved every minute at the(A.B.E.)classes I took at the Maysville Ky. High School. Bob Wilcox was my teacher and he is a wonderful person and excellent teacher."

"I would like to take college courses at home. Book Keeping, Accounting"

"I feel the GED program is worthy if recognized by employers."

"I enjoyed going to Vocation School and wish I could afford to go further with my education. I just can't find employment now."

"I have had nicer turn-downs with my job-seeking than I did before. I can smile because I at least went that far. Because of work shortage, however, I am still unemployed."

"I am now enrolled at Clear Creek Baptist School. I plan to receive a bachelor of theology. After Clear Creek I plan to go to seminary for a masters."

"It would be much better should I apply for a job by obtaining the G.E.D. certificate."

"I think it is a very good program, to help improve your education & better your self in many ways. However I think for someone that has been out of school a while, it would benefit them to attend some classes before the test."

"After receiving my G.E.D. I felt a great deal more self-confident. I really passed that test. After passing I encouraged several of my friends to take the test. At least seven of them passed I was extremely proud of them. Thanks for have the G.E.D. I really recommend taking it. If a person doesn't pass the first time, "Try Again" is my advice."

"The only thing that I think you need to add to your program is advertising. I feel that if more people were aware of the availibility of this type of degree, many more would persue it. Thanks for all the help."

"Since obtaining my GED Diploma I was able to enter a special training program which enabled me to take the real estate exam to receive my real estate license as a sales agent. I was licensed 1-7-80 and have been employed in real estate sales and continuing my education at Northern Ky. University since that time."

"I hope that my answers <u>will</u> <u>not</u> promote additional tax money to assist the GED program."

"Would like to train at a later date. Getting my G.E.D. help to do this when I decide to go on to train or go to whatever school I can."

"Having G.E.D. does not help as much as made out to obtain a job even of min. wage. It does help the ego and give some respect. I think more who have dropped out to try for one. The tests should be more intense in math; reading; and science."

"It is good know I could get my GED. I am sorry I am late. We moved to Frankfort and I just got it."

"The reason I took the GED test was on the chance that I might possibly go to college."

"I was required to get my GED to qualify for a Ceta Training Program. I am very glad I did. I scored very well, which came as a surprise to me and helped my self-esteem very much. It does make me feel more confident when applying for a job. When I am ready to re-enter the work force, I'm sure it will benefit me greatly."

"I am glad I took the GED test, but I must say, the test itself was the most <u>stupid</u> test I've ever taken. The majority of the test material, in my opionion would have no bearing in the life of most everyday people."

"I had completed the first semester of my twelth year of high school. I was going to get married and move and the ged helped me get my diploma. I also went on to work as a secretary and work in doing telephone repair. Had it not been for the GED I would have had to gone back to school. I think this program is very neccessary and benefical."

"GED gave me a new confidence in myself."

"I don't think the score to pass should have been lowered. I feel it should be higher because the times we live in now require a higher education. I believe the G.E.D. is wonderful! I was bored with school and could still receive my diploma."

"The GED enabled me to go on to Vocational school so that I could learn new skills; enabled me to further my job training, and gave me the confidence to go out and look for a job knowing that I was prepared to handle it. The reason I didn't vote in the 1980 Election was due to illness. My candidate won anyway."

"I just want to say I think the GED program is a very good program, and also a needed program. I also want to say I learned more thru the GED program then thru high school. I feel the G.E.D. program helped me alot. After I finished the program I went on to Voc. school, and after I finished Voc. school I was able to get a job. I worked for three years for this company, until I was married, whereby I had to quit my job to move out of town. So I just want to say that I think the G.E.D. program is a very good program, and I hope it will be around for a long time. I feel there are a lot of kids and adults out there that need the chance that I had."